

# Visual Arts & Design: Grades 3, 4

Adopted 2010

**Creative Processes – Visual Art and Design is the process of creative problem solving using both traditional and innovative media, tools, techniques, and processes in order to make the imagined visible.**

- VAD1 (3-4)-1. Students demonstrate knowledge and application of Visual Art and Design concepts by...** VAD1 (3-4)-1
- a. describing and applying basic VAD concepts: line, shape, form, texture, color, organization of visual compositions, emphasis/focal point, pattern, balance/symmetry, and contrast
  - b. applying basic strategies and techniques to address artistic problems
  - c. using observation to develop a visual representation of basic objects
  - d. maintaining a portfolio of self-created art work and explaining art concepts learned
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- VAD1 (3-4)-2. Students demonstrate knowledge and skill of media, tools, techniques, and processes of Visual Art and Design by...** VAD1 (3-4)-2
- a. identifying and using media, tools, techniques, and processes with basic skill, while creating two- and three-dimensional works of art and design (e.g., media, tools and techniques in drawing, painting, printmaking, mixed media, sculpture, ceramics, digital media)
  - b. demonstrating knowledge of basic art vocabulary relating to painting techniques and processes, and media, techniques, and processes

**Cultural Contexts – Visual Art and Design creatively expresses the values and ideas of human experience, community, and civilization.**

- VAD2 (3-4)-1. Students demonstrate knowledge and understanding of the role of Visual Art and Design in personal, cultural, and historical contexts by...** VAD2 (3-4)-1
- a. comparing different purposes for making visual art and design (e.g., telling a story, communicating ideas and emotions, creating functional objects)
  - b. describing the connections between Visual Arts and Design and other disciplines (e.g., artists communicate historical events; artists explain how things work in images)
  - c. Describing the roles of the arts and artist in society to communicate stories, events and feelings and to design things to work well
  - e. describing in broad terms how the visual arts and design are different and similar in different cultures or times

**Communication – Visual Art and Design is a vehicle for expression and communication through the use and development of metaphor and symbol systems.**

**VAD3 (3-4)-1. Students demonstrate the ability to communicate in the language of Visual Art and Design by...** VAD3 (3-4)-1

- a. identifying and applying media, techniques, processes, and visual arts and design concepts to convey feelings, ideas, or meanings
- b. creating a unique solution for a basic visual art or design problem (e.g., designing or redesigning a toy from recycled materials)
- c. describing how visual symbols in everyday life represent meaning (e.g. how different clothing styles - street clothes and uniforms - represent meaning; how media advertising persuades consumerism)
- d. describing how their works of art or design are symbolic representations of events, ideas, feelings, or beliefs

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**VAD3 (3-4)-2. Students demonstrate the ability to extract meaning from works of art by...** VAD3 (3-4)-2

- a. describing subject matter, feeling and broad ideas (e.g., American pioneers struggling across the plains to find new homes in the west)

**Aesthetic – Applying knowledge of Visual Art and Design in order to reflect on and evaluate the work of self and others.**

**VAD4 (3-4)-1. Students reflect upon, analyze and evaluate the work of self and others by...** VAD4 (3-4)-1

- a. describing subject matter, colors, shapes, and story seen in a work of art or design using affirmative statements
- b. making interpretations based on observations
- c. recognizing creative elements in the work
- d. asking questions about other's artwork relating to subject matter, colors, and shapes to gain a deeper understanding of the artwork's meaning (e.g., Why is the girl hiding her face?)
- e. contributing in individual or group discussions about work in which the student gives and receives constructive criticism
- f. comparing one's own work with the work of others by describing similarities and differences of subject matter, colors, shapes, and ideas